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ABSTRACT

To achieve the goal of helping students acquire the pedagogical knowledge, skills, and dispositions required for continuous professional development as well as successful entry into the profession, the development of reflective inquiry and decision-making skills has emerged as the focus of a growing number of teacher education programs. This paper provides a systematic design for the implementation of effective methods and materials for the instruction and assessment of student performance as implemented in an undergraduate program in secondary education and a graduate program in elementary education. The methods and materials used for instruction and evaluation in these programs are presented in the form of portfolios which illustrate students' written and videotaped responses to questions and tasks designed to engage them in the reflective processes of observing, analyzing, and evaluating their performance of teaching and clinical supervision roles. The main body of the document provides reflective inquiry portfolio materials to be utilized for the design and development of teaching and supervisory skills. The evaluation instrument is included. (LL)

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REFLECTIVE INQUIRY PORTFOLIOS:

A DESIGN FOR DEVELOPMENT AND ASSESSMENT OF TEACHING AND SUPERVISION SKILLS

ED 367 612

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A Display Session Presentation at the 1993 Annual Meeting of the
Mid-South Educational Research Association

New Orleans, Louisiana
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Display Session 172

"REFLECTIVE INQUIRY PORTFOLIOS: A DESIGN FOR DEVELOPMENT AND ASSESSMENT OF TEACHING AND SUPERVISION SKILLS"

William D. Impey and Jane H. McHaney,
Kennesaw State College

To achieve the goal of helping students acquire the pedagogical knowledge, skills and dispositions required for continuous professional development as well as successful entry into the profession, the development of reflective inquiry and decision-making skills has emerged as the focus of a growing number of teacher education programs. The design and implementation of effective methods and materials for instruction and assessment of students' performance in these areas of skill pose a new challenge for teacher educators.

This display session will provide participants with opportunities to observe both the processes and products of a systematic design for the development and assessment of these skills as implemented in an undergraduate program in secondary education and a graduate program in elementary education. The methods and materials used for instruction and evaluation in these programs will be displayed in the form of portfolios which illustrate students' written and videotaped responses to questions and tasks designed to engage them in the reflective processes of observing, analyzing, and evaluating their performance of teaching and clinical supervision roles.

EDSM 332 ASSIGNMENT #12

REFLECTIVE INQUIRY PORTFOLIO AND SUMMARY SELF-EVALUATION OF PROFESSIONAL DEVELOPMENT

OBJECTIVES:

A. Each student will construct a Reflective Inquiry Portfolio by collecting and organizing data and documents to provide a basis for an evaluation of his/her progress in developing the pedagogical knowledge and skills required to effectively plan, implement, evaluate, and manage instruction in the secondary school subject area in which he/she is seeking teaching certification. The Reflective Inquiry Portfolio will include the following documents:

1. Student's Summary Report of Field Experience Activities
2. Summary Self-Evaluation of Professional Development (See B below)
3. Cooperating Teacher's Observation and Evaluation Reports
   a) Final Evaluation form
   b) Midterm Evaluation form
   c) Cooperating Teacher's Observation Record
   d) Field Experience Conference Record
4. College Supervisor's Observation Records
5. Field Experience Log/Weekly Reports
6. Field Experience Unit Plan (Assignment #9)
7. Field Experience Lesson Plans (Assignment #10)
   Note: Attach the "Window" form for analyzing and evaluating the effectiveness of your teaching to each lesson plan.
8. Analysis and Evaluation of Teaching Effectiveness: Clinical Teaching Experience (Assignment #11)
   a) Lesson Plan Selected for Implementation of Assignment #11.
   b) Completed "Window" form for analyzing and evaluating teaching effectiveness.
   c) Narrative analysis and evaluation of teaching effectiveness based on observation data collected during the implementation of the lesson.
9. Design and Implementation of Cooperative Learning Strategies (Assignment #1)
10. Analysis and Evaluation of Classroom Management Strategies (Assignment #2)
11. Comprehensive Plan for Classroom Management (Assignment #3)
12. Development of Interactive and Reflective Teaching Skills in the Microteaching Laboratory
    a) Lesson Plan for Integrative Model of Teaching (Assignment #4)
    b) Analysis and Evaluation of Teaching Effectiveness: Microteaching Lesson Presentation (Assignment #8).
13. Development of Clinical Observation Skills
    a) Identifying and Analyzing Types and Patterns of Classroom Questions (Assignment #5)
    b) Identifying and Analyzing Interactive Teaching Skills: Implementation of GTOI teaching tasks/dimensions (Assignment #6)
    c) Identifying and Analyzing Interactive Teaching Skills: Implementation of Lesson Design Components (Assignment #7)
14. Feedback From Secondary School Students (See optional Assignment #13)

B. Each student will write a Summary Self-Evaluation of Professional Development based on the data and documents included in the Reflective Inquiry Portfolio. The Summary will be written in the form of a letter addressed to the college supervisor or cooperating teacher who will supervise the student teaching experience. In the letter, the student will:
1. Describe the knowledge and skills he/she has acquired/developed in two major areas:
   a) the processes of planning, implementing, evaluating, and managing instruction in the subject area in which teaching certification is sought and
   b) the varying characteristics and needs of secondary school students as learners.
2. Describe the specific areas of knowledge and skills in which he/she feels the greatest need for further development and how he/she plans to seek out opportunities to develop those areas of knowledge and skill during the student teaching experience.

Table of Contents

REFLECTIVE INQUIRY PORTFOLIO

NAME

EVIDENCE OF PEDAGOGICAL KNOWLEDGE AND SKILLS DEVELOPED IN EDSM 332 DURING ON-CAMPUS AND CLINICAL FIELD EXPERIENCES FALL 1993

1 STUDENT'S SUMMARY REPORT OF FIELD EXPERIENCE ACTIVITIES

2 SUMMARY SELF-EVALUATION OF PROFESSIONAL DEVELOPMENT

3 COOPERATING TEACHER'S OBSERVATION AND EVALUATION REPORTS

4 COLLEGE SUPERVISOR'S OBSERVATION RECORDS

5 FIELD EXPERIENCE LOG/WEEKLY REPORTS

6 FIELD EXPERIENCE UNIT PLAN

7 FIELD EXPERIENCE LESSON PLANS

8 ANALYSIS AND EVALUATION OF TEACHING EFFECTIVENESS: FIELD EXPERIENCE

9 DESIGN AND IMPLEMENTATION OF COOPERATIVE LEARNING STRATEGIES

10 ANALYSIS AND EVALUATION OF CLASSROOM MANAGEMENT STRATEGIES

11 COMPREHENSIVE PLAN FOR CLASSROOM MANAGEMENT

12 DEVELOPMENT OF INTERACTIVE AND REFLECTIVE TEACHING SKILLS IN THE MICROTEACHING LABORATORY

13 DEVELOPMENT OF CLINICAL OBSERVATION SKILLS

14 FEEDBACK FROM SECONDARY SCHOOL STUDENTS

15

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Kennesaw State College

Department of Secondary and Middle School Education

STUDENT'S SUMMARY REPORT OF FIELD EXPERIENCE ACTIVITIES

Name:_____ Course: EDSM 332 Secondary IDA Qtr/Yr: FALL 1993

Secondary Education Teaching Field:_____

Field Experience Assignment

School: Sprayberry High School Dates: From Oct. 25, 1993 To Nov. 24, 1993

Cooperating Teacher:_____ College Supervisor: Dr. William Impey

Period # 1 : Class Name:_____ Grade Level(s)____

Number of days observing or assisting:____ Number of days in full teaching role:___ Tot:__

Brief description of observation and instructional assistance tasks performed in the classroom and/or the content focus of the unit and lessons taught in the classroom:

Period # 2 :Class Name:_____ Grade Level(s)____

Number of days observing or assisting:____ Number of days in full teaching role:____Tot:__

Brief description of observation and instructional assistance tasks performed in the classroom and/or the content focus of the unit and lessons taught in the classroom:

Period # 3 :Class Name:_____ Grade Level(s)____

Number of days observing or assisting:____ Number of days in full teaching role:___Tot:____

Brief description of observation and instructional assistance tasks performed in the classroom and/or the content focus of the unit and lessons taught in the classroom:

KENNESAW STATE COLLEGE
Final Evaluation

Please mark appropriate Field Experience:

[ ] Practicum [ ] Instructional Design & Application [ ] Student Teaching

Student Name: _____
(Last) (First) (Middle Initial)

College Supervisor: _____

Assignment: _____
(School) (District) (Grade/Level/Subject)

Cooperating Teacher: _____

Dates of Assignment: _____ **Quarter** _____

This final evaluation is designed to assess the teaching proficiencies of the student. Please make an appraisal of the abilities of your student teacher. The following illustration serves as a guideline for assessing the student's teaching performance.

[1]	[2]	[3]	[4]	[5]
Unacceptable	Needs to Improve	Satisfactory	Good	Outstanding

Demonstrates skill in managing all aspects of the classroom in an effective manner.

	1	2	3	4	5
Demonstrates skill in a manner which results in a safe and orderly classroom environment.	[ ]	[ ]	[ ]	[ ]	[ ]
Demonstrates skill in interacting with students in a fair and consistent manner.	[ ]	[ ]	[ ]	[ ]	[ ]
Demonstrates skill in managing activities and procedures in a systematic manner.	[ ]	[ ]	[ ]	[ ]	[ ]
Demonstrates skill in establishing an accepting, supportive, and non-threatening classroom environment.	[ ]	[ ]	[ ]	[ ]	[ ]
Demonstrates skill in adapting to changing conditions in classroom and school.	[ ]	[ ]	[ ]	[ ]	[ ]

Demonstrates skill in planning all aspects of instruction in an effective manner.

	1	2	3	4	5
Demonstrates the knowledge and conceptual understanding of content areas.	[ ]	[ ]	[ ]	[ ]	[ ]
Demonstrates skill in developing plans which specify consistent objectives, sequences of instruction and methods of evaluation.	[ ]	[ ]	[ ]	[ ]	[ ]
Demonstrates skill in selecting appropriate instructional methods, materials and media	[ ]	[ ]	[ ]	[ ]	[ ]

Demonstrates skill in implementing all aspects of instruction in an effective manner.

Demonstrates skill in implementing instructional plans.

	1	2	3	4	5
a) Uses illustrations and examples.	[ ]	[ ]	[ ]	[ ]	[ ]
b) Gives clear directions.	[ ]	[ ]	[ ]	[ ]	[ ]
c) Demonstrates effective use of questioning strategies.	[ ]	[ ]	[ ]	[ ]	[ ]
d) Demonstrates skill in working with large and small groups, and individuals.	[ ]	[ ]	[ ]	[ ]	[ ]
e) Demonstrates proficiency in use of instructional media.	[ ]	[ ]	[ ]	[ ]	[ ]
Demonstrates skill in interacting effectively with students during instruction.	[ ]	[ ]	[ ]	[ ]	[ ]
Demonstrates skill in adjusting instruction during a lesson and from day-to-day based upon formal observational data and evaluation results.	[ ]	[ ]	[ ]	[ ]	[ ]

Demonstrates skill in providing for individual differences in learners.

	1	2	3	4	5
a) Demonstrates skill in planning and in implementing instruction which takes into account racial, ethnic and socio-economic backgrounds.	[ ]	[ ]	[ ]	[ ]	[ ]
b) Demonstrates skill in planning and in implementing instruction which takes into account characteristics of exceptional learners.	[ ]	[ ]	[ ]	[ ]	[ ]

c) Demonstrates skill in planning and in implementing instructions which includes provision for cognitive, affective and psychomotor development.	1 [ ]	2 [ ]	3 [ ]	4 [ ]	5 [ ]
d) Demonstrates skill in specifying and using appropriate diagnostic procedures and materials and in using referral processes.	1 [ ]	2 [ ]	3 [ ]	4 [ ]	5 [ ]

Exhibits personal characteristics appropriate to the role of a teacher.

Exhibits appearance appropriate in a school setting.	1 [ ]	2 [ ]	3 [ ]	4 [ ]	5 [ ]
Exhibits health and vitality adequate for the demands of the teaching role.	1 [ ]	2 [ ]	3 [ ]	4 [ ]	5 [ ]
Exhibits enthusiasm, warmth and a sense of humor.	1 [ ]	2 [ ]	3 [ ]	4 [ ]	5 [ ]

Exhibits professionalism.

Meets professional responsibilities.	1 [ ]	2 [ ]	3 [ ]	4 [ ]	5 [ ]
Exhibits tolerance of multiple points of view.	1 [ ]	2 [ ]	3 [ ]	4 [ ]	5 [ ]
Works cooperatively with peers, parents and professionals.	1 [ ]	2 [ ]	3 [ ]	4 [ ]	5 [ ]
Assumes the role of the teacher by taking initiative and making decisions in accordance with educational principles.	1 [ ]	2 [ ]	3 [ ]	4 [ ]	5 [ ]
Exhibits ethical, professional standards in work and relationships.	1 [ ]	2 [ ]	3 [ ]	4 [ ]	5 [ ]
Exhibits willingness to develop as a professional.	1 [ ]	2 [ ]	3 [ ]	4 [ ]	5 [ ]

Descriptive analysis of the student's overall strengths and weaknesses.

_____ / _____

Cooperating Teacher **Date**

_____ / _____

Student Teacher **Date**

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KENNESAW STATE COLLEGE
SCHOOL OF EDUCATION
INSTRUCTIONAL DESIGN AND APPLICATION
MIDTERM EVALUATION

Name of Kennesaw Student: _____ Qtr._____

School: _____ Cooperating Teacher: _____

Subject Matter Area: _____ Grade Level: _____

Please note any observations about the student's performance to date and directions for continued improvement. Please discuss your feedback with the student prior to sending it to me. This evaluation will become part of the student's permanent file, but will not be included in the student's final grade.

1. Briefly describe the teaching experiences of the Kennesaw student so far.

2. <u>Knowledge of Content Area</u>

3. <u>Preparation, Organization, and Effectiveness of Lessons Taught</u>

4. **Management and Interaction with Students**

5. **Personal and Professional Characteristics and Behavior**

6. a. **Areas in which the student shows particular strength**

   b. **Areas in which the student needs further growth**

7. **Additional Comments**

Cooperating Teacher **Date**

COOPERATING TEACHER'S OBSERVATION RECORD

Student:_____ Cooperating Teacher:_____

OBSERVATION #____ DATE:_____ PERIOD:___ CLASS:_____ GRADE LEVEL:_____

LESSON CONTENT FOCUS OR OBJECTIVES (To Be Completed By Student Teacher)

OBSERVATION NOTES: (Continue on Other Side)

Areas of knowledge and teaching skills in which the student has demonstrated strengths or needs for further development. Recommended Plan of Action.

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FIELD EXPERIENCE CONFERENCE RECORD

Student:_____ Cooperating Teacher:_____

CONFERENCE #___ (Please describe the topics or issues discussed during the conference with the student, including any areas of knowledge and teaching skills in which the student has demonstrated strengths or needs for further development and any recommendations or conclusions regarding the student's current progress) Date:_____

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KENNESAW STATE COLLEGE

SCHOOL OF EDUCATION

OBSERVATION FORM FOR COLLEGE SUPERVISOR

Student's Name _____ Course _____ Quarter _____

Cooperating Teacher _____ Observer _____

School _____ Date _____ Time _____

Description of Situation - Brief description of environment, subject area, type activity, general description and number of children involved.

Purpose of Observation - List specific teacher behaviors to be observed; i.e., teacher/student interaction, classroom environment, teaching techniques, questioning strategies, lesson implementation, classroom management.

Comments

_____

Student Date

_____

Supervisor Date

Original: Student's Field Experience File
Copy: Student

FIELD EXPERIENCE LOG/WEEKLY REPORT

Student:_____ Cooperating Teacher:_____ Week of:_____

Description of observation, instructional assistance, planning, teaching, evaluation tasks/ activities completed each day in each class. Note observations by and conferences with the cooperating teacher and college supervisor. (Continue on other side)

DAY/DATE Indicate Class Period: (1) (2) (3)

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

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UNIT PLAN: CLINICAL TEACHING EXPERIENCE

STUDENT: _____ CLASS: _____

COOPERATING TEACHER: GRADE LEVEL(S): PERIOD: (CONTENT OUTLINE ATTACHE

DAY/DATE	OBJECTIVES/EVALUATION	TEACHING PROCEDURES/LEARNING ACTIVITIES	MEDIA/MATERIALS

FIELD EXPERIENCE LESSON PLAN

Class/Grade Level:_____ Period:____ Date:_____

OBJECTIVES:

INSTRUCTIONAL STRATEGY/LEARNING ACTIVITIES

SET INDUCTION:

CLOSURE:

INSTRUCTIONAL MEDIA/MATERIALS:

FORMATIVE/SUMMATIVE EVALUATION (Over)

ANALYSIS AND EVALUATION OF TEACHING EFFECTIVENESS

Name: _____ **Date Lesson Taught:** _____ **Period:** _____ **Class:**_____
Lesson Content Focus or Objectives: (Attach Lesson Plan)

Teacher Behavior Intended to be Performed/Exhibited:	**Student Response/Behavior Expected to be Elicited/Exhibited:**
Actual, Observed Teacher Behavior	**Actual, Observed Students Response**
Degree of Match: H M L	**Degree of Match: H M L**

Effects: The actual, observed teacher behavior increased __ decreased __ had no effect on __ the students' active involvement in the learning activity and/or ability to achieve the objectives.

Explanation/Conclusion regarding Causes of the High, Moderate, or Low Match between the expected and actual (observed) student response/behavior:

Generalizations/Hypotheses regarding Maintenance or Improvement of Teaching Effectiveness:

CLINICAL OBSERVATION DATA RECORD

QUESTION TYPES

Teacher/Presenter:_____ Date of Lesson Presentation:_____

Data Source: ___Self Observation (based on replay of audio/videotape)
___Peer Observer Name:_____

Setting: ___Microteaching Laboratory ____Clinical Field Experience

TEACHER BEHAVIOR OBSERVED	STUDENT RESPONSES OBSERVED

CLINICAL OBSERVATION DATA RECORD

LESSON DESIGN COMPONENTS

Teacher/Presenter:_____ Date of Lesson Presentation:_____

Data Source: ___Self Observation (based on replay of audio/videotape)
___Peer Observer Name:_____

Setting: ___Microteaching Laboratory ___Clinical Field Experience

TEACHER BEHAVIOR OBSERVED	STUDENT RESPONSES OBSERVED

FOCUS: ___Set Induction __Prerequisite Assessment/Stimulation __Implementation of Phases/ Steps of Strategy/Model of Teaching:_____
__Formative Evaluation __Closure. _____

CLINICAL OBSERVATION DATA RECORD

GTOI TEACHING TASKS/DIMENSIONS

Teacher/Presenter:_____ Date of Lesson Presentation:_____

Data Source: ___Self Observation (based on replay of audio/videotape)
___Peer Observer Name:_____

Setting: ___Microteaching Laboratory ___Clinical Field Experience

TEACHER BEHAVIOR OBSERVED	STUDENT RESPONSES OBSERVED

FOCUS: _____

DEVELOPMENTAL PERFORMANCE RATING SCALE
for
EVALUATING COURSE ASSIGNMENT PRODUCTS

Level **Indicators**

(5) CRITICAL REFLECTION

-Each of the objectives and performance criteria prescribed for the assignment have been achieved in a superior manner. The overall quality of the product reflects the attainment of a more than adequate level of skill or understanding.

-A teaching practice is evaluated by:

a) Describing the degree to which it is consistent with concept definitions or generalizations (findings) derived from specific (referenced) research studies which form the research knowledge base for teaching and learning processes.
b) Describing the potential positive and/or negative consequences for the teacher in planning, implementing, evaluating or managing instruction in a particular classroom context (defined in terms of the specific activities or objectives designed for a specific subject area and grade level of the secondary school curriculum).
c) Describing the potential positive and/or negative consequences for meeting the needs of students with varying characteristics as learners (defined in terms of specific levels and types of development, cultural/linguistic background, motivation, exceptionality, learning style, etc.) in a particular classroom context.
d) Describing the potential positive and/or negative consequences for the achievement of the personal, social, and academic domains of goals or aims for education in the public schools.

(4) PRACTICAL REFLECTION

-Each of the objectives and performance criteria prescribed for the assignment have been achieved in a superior manner. The overall quality of the product reflects the attainment of a more than adequate level of skill or understanding.

-A teaching practice is evaluated by:

a) Describing the degree to which it is consistent with concept definitions or generalizations (findings) derived from specific (referenced) research studies which form the research knowledge base for teaching and learning processes.
b) Describing the potential positive and/or negative consequences for the teacher in planning, implementing, evaluating or managing instruction in a particular instructional context.

(3) TECHNICAL PROFICIENCY

-Each of the objectives and performance criteria prescribed for the assignment have been achieved in a satisfactory or superior manner. The overall quality of the product reflects the attainment of an adequate level of skill or understanding.

(2)-Most of the objectives and performance criteria prescribed for the assignment have been achieved in a satisfactory manner. Relatively few additions or modifications are needed in order to achieve a satisfactory performance rating. Respond to corrective feedback provided by the instructor and submit the assignment product for re-evaluation.

(1)-A few or some of the objectives and performance criteria prescribed for the assignment have been achieved in a satisfactory manner. Significant modifications or additions are needed in order to achieve a satisfactory performance rating. Review the instructional materials relevant to the assignment and arrange for a conference with the instructor as soon as possible to receive corrective feedback.

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FORMATIVE EVALUATION RECORD

EDSM 332 FALL 1993

NAME:_____ SECONDARY EDUC. TEACHING FIELD:_____

PROGRAM OF STUDY: Undergraduate _____ Post-Baccalaureate Initial Teaching Certific._____

ASSIGNMENTS	PERFORMANCE RATINGS
Developing Planning Skills for Effective Classroom Instruction and Management	
1. Design and Implementation of Cooperative Learning Strategies.	1 2 3 4 5
2. Analysis and Evaluation of Classroom Management Strategies: (Group Process, Socioemotional Climate, Behavior Modification). . . .	1 2 3 4 5
3. Developing a Comprehensive Plan for Classroom Management.	1 2 3 4 5
4. Lesson Design and Development: The Integrative Model of Teaching. . .	1 2 3 4 5
Developing Clinical Observation, Interactive, and Reflective Teaching Skills in the Microteaching Laboratory	
5. Identifying and Analyzing Types and Patterns of Classroom Questions .	1 2 3 4 5
6. Identifying and Analyzing Interactive Teaching Skills: Implementation of GTOI teaching tasks/dimensions.	1 2 3 4 5
7. Identifying and Analyzing Interactive Teaching Skills: Implementation of Lesson Design Components.	1 2 3 4 5
8. Analysis and Evaluation of Teaching Effectiveness: Microteaching Lesson Presentation.	1 2 3 4 5
Developing Planning, Teaching, and Reflective Inquiry Skills in the Clinical Field Experience Classroom	
9. Unit Planning, Implementation, and Evaluation	1 2 3 4 5
10. Lesson Planning, Implementation, and Evaluation	1 2 3 4 5
11. Analysis and Evaluation of Teaching Effectiveness: Clinical Teaching Experience.	1 2 3 4 5
12. Reflective Inquiry Portfolio and Summary Self-Evaluation of Professional Development.	1 2 3 4 5

COMMENTS:

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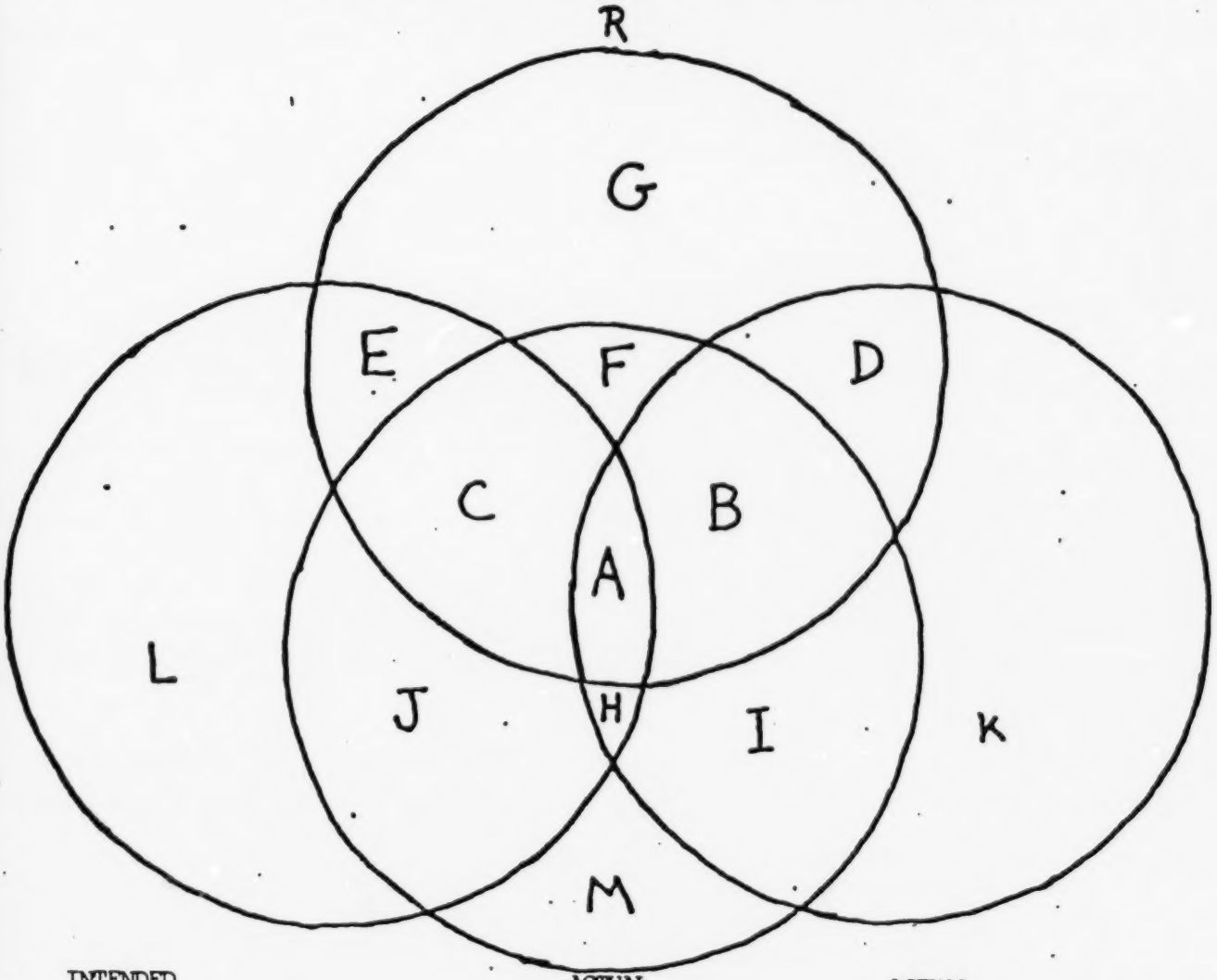
REFLECTIVE INQUIRY

RECONSTRUCTION OF PLANNING AND IMPLEMENTATION EVENTS



INTENDED	ACTUAL	ACTUAL
Learning Outcomes	Learning	Learning
Learning Environment	Environment	Outcomes

DEFINITIONS OF DATA REGIONS

REGION	EVENTS	
H	$I_{LE} = A_{LE}$	Elements of the design of the learning environment were implemented as intended.
	$I_{LO} = A_{LO}$	The students achieved the intended learning outcomes.
J	$I_{LE} = A_{LE}$	Elements of the design of the learning environment were implemented as intended.
	$I_{LO} \neq A_{LO}$	The students did not achieve the intended learning outcomes.
I	$I_{LE} \neq A_{LE}$	Elements of the design of the learning environment were not implemented as intended.
	$I_{LO} = A_{LO}$	The students achieved the intended learning outcomes.
L	$I_{LE} \neq A_{LE}$	Elements of the design of the learning environment were not implemented as intended.
	$I_{LO} \neq A_{LO}$	The students did not achieve the intended learning outcomes.
M	$A_{LE} \neq I_{LE}$	New, unplanned elements that were implemented in the design of the learning environment.
K	$A_{LO} = I_{LO}$	New, unplanned or unanticipated learning outcomes.

RECONSTRUCTION OF EVENTS - DATA AVAILABLE FOR ANALYSIS AND EVALUATION OF TEACHING EFFECTIVENESS

A	R = A	The teacher cites evidence for and identifies both the relationship between the elements in the design of the learning environment that were intended to be implemented and that were actually implemented and the relationship between the learning outcomes that were intended to be achieved and the learning outcomes that were actually achieved by the students.
B	R = B	The teacher cites evidence for and identifies the relationship between the learning outcomes that were intended to be achieved and the learning outcomes that were actually achieved by students.
C	R = C	The teacher cites evidence for and identifies the relationship between the elements in the design of the learning environment that were intended to be implemented and that were actually implemented.
D	R = D	The teacher cites evidence for and identifies the actual learning outcomes that were achieved by the students.
E	R = E	The teacher cites evidence for and identifies the elements in the design of the learning environment that were intended to be implemented.
F	R = F	The teacher cites evidence for and identifies the elements in the design of the learning environment that were actually implemented.
G	R = G	The teacher cites events which reflect neither the elements in the design of the learning environment that were intended or actually implemented nor the learning outcomes that were intended or actually achieved by the students.

POTENTIAL VALUE OF RECONSTRUCTED DATA REGIONS FOR EVALUATING EFFECTIVENESS

	HYPOTHESES	V. HIGH	HIGH	MODERATE LOW	VERY LOW
PLANNING EFFECTIVENESS		C	E + F	E or F	G
	$I_{Lo} = A_{Lo}$	R = E/F	R = E R = F	R = E R = F R ≠ F R ≠ E	R ≠ F R ≠ E
	$I_{Lo} \neq A_{Lo}$				
IMPLEMENTATION EFFECTIVENESS		B	D + F	D or F	G
	$A_{Lo} = A_{Bo}$	R = D/F	R = D R = F	R = D R = F R ≠ F R ≠ D	R ≠ D R ≠ F
	$A_{Lo} \neq A_{Bo}$				

	HYPOTHESES	V. HIGH	HIGH	MODERATE		LOW	V. LOW
MODEL EFFECTIVENESS		A	C + B	C or B	E + F + D	E + F or D	G
	$I_{Lo} = A_{Lo} = A_{Bo}$	R = E/F / D/F or R = C/B	R = E/F R = D/F	R = E/F R ≠ D/F R = D/F R ≠ E/F	R = E R = F R = D	R = E R = E R = F R ≠ F R ≠ D R = D	R ≠ E R ≠ F R ≠ D
	$I_{Lo} = A_{Lo} \neq A_{Bo}$					E or F + D	
						R = E R ≠ E R ≠ F R = F R = D R = D	
ADAPTATION EFFECTIVENESS	$I_{Lo} \neq A_{Lo} = A_{Bo}$					E or F or D	
						R = E R ≠ F R ≠ D R ≠ E R = F R ≠ D R = D R ≠ E R ≠ F	

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EDSM 332 ASSIGNMENT #8

ANALYSIS AND EVALUATION OF TEACHING EFFECTIVENESS: MICROTEACHING LESSON PRESENTATION

OBJECTIVES: Given a variety of types and sources of performance feedback data (observation data collected and recorded by self, peers, videotape), each student will demonstrate the ability to implement a systematic, reflective analysis and evaluation of the effectiveness of his/her microteaching lesson presentation by:

1. Describing the intended and actual teacher behavior and the expected and actual student responses that occurred during a pre-selected "critical event" in the lesson presentation,
2. Assessing the degree of match between the intended and actual teacher behavior and the expected and actual student responses that occurred during the "critical event",
3. Assessing the effects of the actual/observed teacher behavior (that occurred during the "critical event") in terms of the probability that it increased, decreased, or had no effect on the pupils' active involvement in the learning activity or their ability to achieve the lesson objective,
4. Formulating a conclusion or explanation regarding the causes of the high, moderate, or low degree of match between the expected and actual student responses that occurred during the "critical event",
5. Formulating a generalization or hypothesis regarding the teacher behavior (in planning or implementing instruction) that would maintain or improve his/her teaching effectiveness,

   Note: Completion of the "Window" form for analyzing and evaluating teaching effectiveness provides evidence of your achievement of objectives 1-5 above.

6. Describing and assessing the effects of the relationship between their intended and actual teaching behavior and the expected and actual student responses during the lesson based on the following sources of performance feedback data:
   a) the record of pupils' responses to the criterion-referenced test items designed to assess their achievement of the lesson objective(s),
   b) data collected by self or peer observations of the teacher behaviors and pupil responses that were exhibited during the implementation of the following lesson design components: set induction, prerequisite assessment/stimulation, phases of the Integrative Model of Teaching, formative evaluation, and closure,
   c) data collected by self or peer observations of the types of questions that were asked by the teacher during the lesson, and
   d) data collected by self or peer observations of the teacher behaviors and pupil responses that were exhibited during the implementation of one or more of the GTOI teaching tasks/dimensions.

   Note: To provide evidence of your achievement of objective #6 above, write an essay in which you present conclusions regarding your teaching effectiveness that are supported by the performance feedback data. Attach a copy of the Clinical Observation Data Records to your essay.

ANALYSIS AND EVALUATION OF TEACHING EFFECTIVENESS

Name: _____ **Date Lesson Taught:** _____ **Period:** _____ **Class:**_____
Lesson Content Focus or Objectives: (Attach Lesson Plan)

Teacher Behavior Intended to be Performed/Exhibited:	**Student Response/Behavior Expected to be Elicited/Exhibited:**
Actual, Observed Teacher Behavior	**Actual, Observed Students Response**
Degree of Match: H M L	**Degree of Match: H M L**

Effects: The actual, observed teacher behavior increased __ decreased __ had no effect on __ the students' active involvement in the learning activity and/or ability to achieve the objectives.

Explanation/Conclusion regarding Causes of the High, Moderate, or Low Match between the expected and actual (observed) student response/behavior:

Generalizations/Hypotheses regarding Maintenance or Improvement of Teaching Effectiveness:

MICROTEACHING LABORATORY TASK SEQUENCE

8:15am - 8:25am	Teacher #1:	Preparation of Instructional Setting
8:25am - 8:30am	Teacher #1:	Performance Goal-Setting
8:35am - 9:15am	Teacher #1:	Microteaching Lesson Presentation
9:15am - 9:35am	Teacher #1:	Performance Reflection
	Observers:	Completion of Performance Feedback Rcds
	Participants:	Completion of M-Teaching Lesson "Test"
9:35am - 9:45am	Teacher #2:	Preparation of Instructional Setting
9:45am - 9:55am	Teacher #2:	Performance Goal-Setting
9:55am - 10:35am	Teacher #2:	Microteaching Lesson Presentation
10:35am - 10:55am	Teacher #2:	Performance Reflection
	Observers:	Completion of Performance Feedback Rcds
	Participants:	Completion of M-Teaching Lesson "Test"
10:55am - 11:05am	Teacher #3:	Preparation of Instructional Setting
11:05am - 11:15am	Teacher #3:	Performance Goal-Setting
11:15am - 11:55am	Teacher #3:	Microteaching Lesson Presentation
11:55am - 12:15pm	Teacher #3:	Performance Reflection
	Observers:	Completion of Performance Feedback Rcds
	Participants:	Completion of M-teaching Lesson "Test"

MICROTEACHING LABORATORY PROCEDURES

A. PERFORMANCE GOAL-SETTING

1. My name is _____. I will be demonstrating the INTEGRATIVE MODEL OF TEACHING as I teach this lesson in the secondary school (subject area) curriculum.
2. The content focus of this lesson is the generalization, . . .
3. The objective(s) of this lesson is (are) . . . .
4. I plan to assess the students' achievement of this (these) objective(s) by. . .
5. I plan to provide the students with an orientation type of set induction for the lesson by . . .
6. I plan to assess (or stimulate) the students' recall of the knowledge and skill prerequisites for this lesson by . . .
7. I plan to use the following questions and statements to implement the phases of the integrative model of teaching. During the
   a) Describing Phase, I will ask (state):
   b) Comparing Phase, I will ask (state):
   c) Explaining Phase, I will ask (state):
   d) Hypothesizing Phase, I will ask (state):
   e) Generalizing Phase, I will ask (state):
8. I plan to provide the students with a closure for the lesson by . . . .
9. The "window" I've selected for the analysis and evaluation of my teaching effectiveness will occur during the _____ part of the lesson. At this particular point in the lesson,
   a) I plan to ask (state):
   b) I expect students to be able to respond by (asking,stating, demonstrating) that . . .
10. I selected this point in my lesson as my "window" for self-observation because . . .

B. MICROTEACHING LESSON PRESENTATION

C. PERFORMANCE REFLECTION

1. During the "window" that I selected for the analysis and evaluation of my teaching effectiveness,
   a) I recall that I . . . (Describe as specifically as possible, do not evaluate, exactly what you did or said at this point in the lesson)
   b) I recall that the students . . . (Describe as specifically as possible, do not interpret, exactly what students did or said at this point in the lesson)
2. I would rate the degree of match between what I intended to say/do and what I actually said/did at this point in the lesson as (high or moderate or low) because . . .
3. I would rate the degree of match between what I expected the students to say/do and what they actually said/did at this point in the lesson as (high, moderate, low) because . . .

4. I think that what I actually said/did at this point in the lesson probably had

   a. the effect of (increasing or decreasing) the students' ability to achieve the lesson objective because. . .

      (Now you get to interpret the students' responses!)

   or

   b. no effect(that I could detect)on the students' ability to achieve the lesson objective because . . .

5. After teaching this lesson and thinking about the way students responded to some of the things I said and did, I have formed some tentative conclusions about my teaching effectiveness:

   a) It helps students to ..(describe some desirable learning outcome) when I . . . (describe an effective teaching behavior; what "works").

   b) In order to help students to . . . (describe some desirable learning outcome) I could also try to . . .(describe some alternative teaching behaviors in planning or implementing or evaluating instruction that might improve your teaching effectiveness).

LESSON DESIGN AND DEVELOPMENT
Assignments #2, #3, and #4

OBJECTIVES: Given curriculum resources designed for a selected secondary school subject area and grade level, each student will construct written plans for lessons which exemplify the application of the Inductive, Deductive, and Integrative Models of Teaching designed to facilitate the achievement of specific content and process outcomes of instruction in the subject area for which he/she is seeking teaching certification. Each of the following Lesson Design Components will be included in each of three lesson plans:

1. The Quality Core Curriculum objective(s) and the School District (County) objective(s) that are consistent with the content and objectives of the lesson.
2. The title, author, publisher, and grade level of the textbook used as the primary source of the content and objectives of the lesson.
3. One or more behavioral/performance type lesson objectives which communicate the specific learning outcomes expected to be achieved by pupils at the end of the lesson. Each lesson objective must specify:
   a) what the pupils will be doing or performing (an observable behavior expressed in the form of an active verb) when they are demonstrating that they have achieved the objective,
   b) the conditions under which the pupils will be expected to perform, including any important limiting conditions of time and space and any materials or cues that will be provided or withheld, and
   c) the criterion or minimum acceptable quantitative or qualitative level at which the pupils must perform in order to demonstrate successful achievement of the objective.
4. A description of the content and process outcomes of instruction, as expressed in the lesson objective(s), which specifies:
   a) each of the concepts and/or generalizations that represent the content focus of the lesson (For concepts, write a complete sentence which includes the name and definition; for generalizations, write a complete sentence which describes some pattern of events or relates two or more concepts) and
   b) the name of the categories or levels of cognitive processes that will be demonstrated by the pupils (e.g., knowledge/recall, comprehension, application, analysis, synthesis, evaluation).
5. A description of how the characteristics of the Orientation type of Set Induction will be implemented during the lesson (including specific teacher questions and/or statements).
6. A description of how the pupils' recall of any previously learned content, skills, attitudes, etc. that represent prerequisites for achieving the lesson objective(s) will be assessed or stimulated (including specific teacher questions and/or statements).
7. A description of how each of the phases/steps of the Model of Teaching (Inductive, Deductive, Integrative) will be implemented during the lesson which specifies:
   a) the name of the Model of Teaching to be implemented,
   b) each of the steps/phases (listed in sequence) prescribed for the implementation of the Model of Teaching, and
   c) the key teacher statements or questions that will exemplify the implementation of each of the steps/phases of the Model of Teaching.
8. A description of how the characteristics of the Review or Transfer type of Closure will be implemented during the lesson (including specific teacher questions and/or statements).
9. A description of the specific questions, procedures, directions, and materials that will be employed to implement a formative evaluation process to monitor and assess the pupils' progress toward achieving the lesson objective(s).

10. A criterion-referenced test item/task that matches each lesson objective in terms of both the content and process outcomes of instruction to be achieved by the pupils and requires an observable pupil response that can be recorded.

11. A description of the instructional media and materials that will be used by the teacher and/or pupils during the lesson which specifies:
    a) the type of media or materials used (e.g., overhead transparency, diagrams on chalkboard, pictures, films, video/audio tapes, text narrative, newspaper article, etc.) and
    b) how the media and materials will be used to facilitate the pupils' achievement of the lesson objective(s) (e.g., to represent/illustrate the defining characteristics or examples of the concept, the relationships between the concepts in a generalization, the application of a process or procedure, etc.).

MODELS OF TEACHING

INTEGRATIVE MODEL (Designed to develop content knowledge and thinking skills)

INDUCTIVE TYPES OF MODELS

A. To Teach Specific Concepts
   1. Open Inductive
   2. Closed Inductive

B. To Teach Specific Generalizations
   1. Open Inductive
   2. Closed Inductive

C. To Teach Problem Solving Skills
   1. Open Inductive
   2. Closed Inductive

DEDUCTIVE TYPES OF MODELS

A. To Teach Specific Concepts
   1. Open Deductive
   2. Closed Deductive

B. To Teach Specific Generalizations
   1. Open Deductive
   2. Closed Deductive

C. To Teach Problem Solving Skills
   1. Open Deductive
   2. Closed Deductive

EDSM 332 ASSIGNMENT #5

IDENTIFYING AND ANALYZING TYPES AND PATTERNS OF CLASSROOM QUESTIONS

OBJECTIVES: Given definitions and examples of 13 different types of questions (listed on the Observation Guide-Classroom Question Types), each student will:

1. Observe the teacher-student verbal interactions that occur during a lesson presented by his/her peer during the microteaching or clinical field experience,

2. Record the questions that were asked by the teacher/peer during the lesson presentation and classify/label each question as an example of one of the 13 types of questions listed on the Observation Guide,

3. Identify the context within which each of the questions were asked by describing the teaching/learning activity in which the teacher and/or students were engaged,

4. Describe the general pattern of the types of questions that were asked by the teacher/peer during the lesson presentation,

5. Formulate a generalization regarding the relationship between the types of questions that were asked by the teacher/peer and

   a) the goals or objectives of the lesson and

   b) the types of teaching/learning activities in which the teacher and/or students were engaged during the lesson.

EDSM 332 ASSIGNMENT #6

IDENTIFYING AND ANALYZING INTERACTIVE TEACHING SKILLS:

IMPLEMENTATION OF GTOI TEACHING TASKS/DIMENSIONS

OBJECTIVES: Given definitions and examples of research-based, interactive teaching tasks/dimensions used as the performance criteria for evaluating teachers with the Georgia Teacher Observation Instrument (GTOI), each student will:

1. Observe the teacher-student verbal interactions that occur during a lesson presented by his/her peer during the microteaching or clinical field experience,
2. Construct a transcript of the verbal interactions that occurred during the lesson,
3. Analyze the transcript to identify (by name) at least three GTOI teaching tasks that were implemented by the teacher/peer during the lesson presentation,
4. Justify the identification of the GTOI teaching tasks by describing the specific behaviors of the teacher/peer that represent indicators (fit the definition) of the GTOI teaching tasks,
5. Formulate a generalization regarding the relationship between each GTOI teaching task implemented by the teacher/peer and
   a) the students' ability to achieve the lesson objectives and
   b) the students' active involvement in the classroom learning environment.

EDSM 332 ASSIGNMENT #7

IDENTIFYING AND ANALYZING INTERACTIVE TEACHING SKILLS:

IMPLEMENTATION OF LESSON DESIGN COMPONENTS

OBJECTIVES: Given definitions and examples of research-based elements in the design of plans for effective teaching and the implementation of a sequence of steps/phases of a strategy/Model of teaching, each student will:

1. Observe the teacher-student verbal interactions that occur during a lesson presented by his/her peer during the microteaching or clinical field experience,
2. Construct a transcript of the verbal interactions that occurred during the lesson,
3. Analyze the transcript to identify (by name) each of the following lesson design components that were implemented during the lesson:
   a) Set Induction
   b) Prerequisite Assessment/Stimulation
   c) Each of the steps/phases of the strategy/Model of Teaching
   d) Formative Evaluation
   e) Closure
4. Describe the specific behaviors exhibited by the teacher/peer which illustrate the implementation of each of the lesson design components,
5. Formulate a generalization regarding the relationship between the types/patterns of teacher behavior exhibited by the teacher/peer (in implementing the lesson design components) and
   a) the students' ability to achieve the lesson objective and
   b) the students' active involvement in the classroom learning environment.

EDSM 332 ASSIGNMENT #10

LESSON PLANNING, IMPLEMENTATION AND EVALUATION
Clinical Teaching Experience

OBJECTIVES: Given the curriculum resources (textbook and other instructional media/materials) and a plan (approved by the cooperating teacher) for implementing and evaluating a unit of instruction designed for pupils in one or more classes at the field experience site, each student will construct a written lesson plan for implementing and evaluating the instruction to be provided each period during the assumption of the full teaching role in one or more of the classes to which he/she has been assigned at the field experience site. Each lesson plan will enclude the following components:

1. One or more **objectives** which communicate the specific learning outcomes expected to be achieved by students at the end of the lesson. The objective(s) may take the form of a statement that exemplifies the Gronlund, Mager or McAshan format for specifying intended learning outcomes.
2. A description of the **Instructional Strategy and/or Learning Activities** designed for the lesson which specify the **SEQUENCE** of:
   a) the specific teacher behaviors to be exhibited during the lesson (e.g., the key statements, definitions, examples, questions, etc. that will be used to explain or demonstrate the content or skills selected as the focus of instruction),
   b) the specific activities or tasks in which the students will be engaged during the lesson,
   c) the specific teacher behaviors (key statemets, questions, etc.) that will be used to implement a selected type of Set Induction technique during the lesson presentation, and
   d) the specific teacher behaviors (key statements, questions, etc.) that will be used to implement a selected type of Closure technique during the lesson presentation.
3. A description of the specific Instructional Media and Materials that will be used by the teacher and/or students during the lesson.
4. A test item or question designed to provide a Formative Evaluation of the students' progress toward achieving the lesson objective(s) and/or a Summative Evaluation of the students' achievement of the lesson objective(s).

EDSM 332 ASSIGNMENT #11

ANALYSIS AND EVALUATION OF TEACHING EFFECTIVENESS
Clinical Teaching Experience

OBJECTIVES: Given a variety of types and sources of performance feedback data (observation data collected and recorded by self, peer, cooperating teacher, audio or videotape), each student will, during the assumption of the full teaching role in the secondary school field experience classroom,

A. Complete a written analysis and evaluation of his/her teaching effectiveness during each of the lessons presented to pupils in the secondary school classroom by:

1. Describing the intended and actual teacher behavior and the expected and actual student responses that occurred during a pre-selected "critical event" in the lesson presentation,
2. Assessing the degree of match between the intended and actual teacher behavior and the expected and actual student responses that occurred during the "critical event",
3. Assessing the effects of the actual/observed teacher behavior (that occurred during the "critical event") in terms of the probability that it increased, decreased, or had no effect on the pupils' active involvement in the learning activity or their ability to achieve the lesson objective,
4. Formulating a conclusion or explanation regarding the causes of the high, moderate, or low degree of match between the expected and actual student responses that occurred during the "critical event",
5. Formulating a generalization or hypothesis regarding the teacher behavior (in planning or implementing instruction) that would maintain or improve his/her teaching effectiveness,

Note: Completion of the "Window" form for analyzing and evaluating teaching effectiveness provides evidence of your achievement of objectives 1-5 above.

B. Complete a written analysis and evaluation of his/her teaching effectiveness during at least one of the lessons presented to pupils in the secondary school classroom based on the following types and sources of performance feedback data:

1. the record of pupils' responses to the test item, question, or task designed to provide a formative evaluation of the pupils' progress toward achieving the lesson objective OR a summative evaluation (CRT) of the pupils' achievement of the lesson objective,
2. the record of teacher behaviors and pupil responses that were exhibited during the implementation of the set induction, the closure, and the planned sequence of teacher-focused and student-focused content development activities designed for the lesson,
3. the record of the types and patterns of questions that were asked by the teacher during the lesson, OR
4. the record of the teacher behaviors and pupil responses that were exhibited during the implementation of any three of the following pre-selected GTOI teaching tasks/dimensions: Content Emphasis, Content Linking, Promoting Engagement, Monitoring Student Progress, Responding to Adequate Student Performance, Responding to Inadequate Student Performance, Supporting Students, Managing Noninstuctional Tasks, Using Instructional Time Effectively, Managing the Physical Setting, and Monitoring and Maintaining Appropriate Student Behavior.